

<i>Literacy Weekly Plan- Formal/Impersonal Writing</i>	<i>Year 2011</i>	<i>Term3</i>	<i>Term 3 04.05.2011</i>
<i>Speaking & Listening Objectives/</i> 1. Speaking • Use the techniques of dialogic talk to explore ideas, topics or issues 2. Listening and responding • Identify the ways spoken language varies according to differences in the context and purpose of its use 3. Group discussion and interaction • Understand and use a variety of ways to criticise constructively and respond to criticism	<i>Reading objectives</i> 7. Understanding and interpreting texts * Understand how writers use different structures to create coherence and impact 8. Engaging with and responding to texts * Compare how writers from different times and places present experiences and use language		<i>Writing objectives</i> 6. Word structure and spelling * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen 9. Creating and shaping texts * Set their own challenges to extend achievement and experience in writing * Select words and language drawing on their knowledge of literary features and formal and informal writing * Integrate words, images and sounds imaginatively for different purposes 10. Text structure and organisation * Use varied structures to shape and organise texts coherently 11. Sentence structure and punctuation * Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways * Use punctuation to clarify meaning in complex sentences 12. Presentation Select from a wide range of ICT programs to present text effectively and communicate information and ideas

Key Vocabulary: recommendation, suggestion, emphasize, prohibited, eligible, refrain, request, deposit, suitable/unsuitable, proceed, notified, publication, currently, declaration, excepting, subject to availability

Learning Objective:

Children can plan a presentation of non-fiction information that combines writing with different modes of communication into an interactive ICT text.

Children can evaluate their own work and that of others against agreed criteria.

<i>Day</i>	<i>Whole Class/introduction</i>	<i>Activity/Differentiation</i>	<i>Plenary</i>	<i>Resources</i>
Teaching sequence Phase 3 – Researching and planning (3 days) Children research, prepare and plan for the creation of a virtual tour (or other form of guided experience) for the location they have chosen.				
<i>One</i> <i>LO: To plan for the creation of a Dulwich tour</i>	Word: Powerful Verbs Collins Unit 1 – practice tab Text: Introduce the project (in pairs create a guide of places in DCB for a guided tour that their parents will be invited on next week. Including places in Year 7 as part of the Junior/Senior school transition). Give out letter that is needed for the tour, to invite parents in. Look at maps of both floors on IWB, decide the route best to take. Decide which areas to visit – not all can be visited.	Using maps, children walk around the school and select the areas for their tour. They must think about the following: Decide route Take photographs to use Find or draw maps Research the history of the place Features of place	Children report back on which places they have chosen and why.	Set up a template in Publisher in children's folders.

<p><i>Two</i></p> <p><i>L.O: To plan an overview of their tour document.</i></p>	<p>Sentence:</p> <p>Punctuation – semi colons, colons.</p> <p>View semicolons and colons power-point. Students copy final table into their books.</p> <p>Text:</p> <p>On printed template of publisher pamphlet, model mapping out one section.</p>	<p>On printed template of publisher pamphlet, children map out all sections of their pamphlet.</p> <p>LA – Work with support from teacher.</p>	<p>Work with another pair, swap plan.</p> <p>WWW and EBI.</p>	<p>Printed copy of template.</p>
<p><i>Three</i></p> <p><i>L.O: To complete their tour plan document.</i></p>	<p>Sentence:</p> <p>Punctuation – semi colons, colons</p> <p>Complete Semi-colons and colons work on IWB.</p> <p>Text:</p> <p>Explain importance of pamphlet containing statistical information.</p> <p>See children off to task early.</p>	<p>Children complete plan by adding details/statistics/ information from interviews. Go around school, collect information/interview, take further photos.</p>	<p>Share information back, share/collect data on IWB for all to share.</p>	
<p>Teaching sequence Phase 4 – Writing and creating, presenting and evaluating (5 days)</p> <p>Children draft, refine and finally present their tour, evaluating its impact on an audience and evaluating their work against previously agreed success criteria.</p>				

<p><i>Four</i></p> <p><i>L.O: To use organizational features well to organize their tour document.</i></p>	<p>Sentence:</p> <p>Punctuation –revise all punctuation: Collins Unit 6 – practice tab</p> <p>Text Level:</p> <p>Explain how subheadings, photos, captions, maps, etc, are all organizational features that allow readers to access information in a number of different ways. What is the importance of each one?</p> <p>Read through checklist of pamphlets together. (on IWB). Model writing a section of the pamphlet, using a sub-heading to clarify the section.</p>	<p>Students glue copy of pamphlet checklist into their books.</p> <p>Children start writing their pamphlets, referring to criteria.</p>	<p>Students share their opening sentences of one section.</p>	<p>pamphlet checklist</p>
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Groups	Session 1 – 30mins	Session 2 – 30mins	Session 3 - 30mins	Resources
1	<p>I: Listening Post</p> <p>Horrible Histories. Students to choose – Second World War/ First World War</p>	<p>LS: Spelling/Word/Sentence</p> <p>Use games 13 and 15.</p> <p>Divide into 2 groups. Each group plays one game for 15 minutes then swaps.</p>	<p>LS : Guided Reading</p> <p>Pelican Mountains. Read Pages 7 – 11: <i>Living on Mountains</i>. Children to complete Reading Comprehension CM 14. LS to ask AF4 & AF6 questions and record.</p>	<p>Pelican Mountains</p> <p>CM14</p> <p>Games</p> <p>Horrible Histories CD</p>

2	<p>LS: Guided Reading</p> <p>Pelican Mountains. Read Pages 12-16: <i>Climbing Mountains</i>. Children to complete Reading Comprehension CM 15. LS to ask AF4 & AF6 questions and record.</p>	<p>TA: Spelling/Word/Sentence</p> <p>Use games 16 and 18.</p> <p>Divide into 2 groups. Each group plays one game for 15 minutes then swaps.</p>	<p>I: Listening Post</p> <p>Horrible Histories. Students to choose – Second world War/ First World War</p>	<p>Pelican Mountains</p> <p>CM15</p> <p>Games</p> <p>Horrible Histories CD</p>
3	<p>TA : Guided Reading</p> <p>Pelican Mountains. Read Pages 17 – 20: <i>Mountain Sports</i>. Children to complete Reading Comprehension CM 16. LS to ask AF4 & AF6 questions and record.</p>	<p>I: Listening Post</p> <p>Horrible Histories. Students to choose – Second world War/ First World War</p>	<p>TA: Spelling/Word/Sentence</p> <p>Use games 16 and 18.</p> <p>Divide into 2 groups. Each group plays one game for 15 minutes then swaps.</p>	<p>Pelican Mountains</p> <p>CM16</p> <p>Games</p> <p>Horrible Histories CD</p>
4	<p>T: Spelling/Word/Sentence</p> <p>Use games 22 and 24.</p> <p>Divide into 2 groups. Each group plays one game for 15 minutes then swaps.</p>	<p>T: Guided Reading</p> <p>Pelican Breakthroughs in Science. “<i>The Magic Bullet</i>” Pages 28-32. Complete Copy Master 12 Comprehension Questions: Refer Teacher notes Teachers Book Page 22</p>	<p>T: Guided Reading</p> <p>Pelican Writing Mountains “<i>Surviving Mountain Weather</i>” Pages 21-31. Refer Teachers Book page 18 for guidance for Guided reading. Children complete Reading Comprehension CM17</p>	<p>Pelican Mountains</p> <p>CM17</p> <p>Games</p>